

EAST BENTLEIGH PRIMARY SCHOOL Information Booklet 2024





East Bentleigh Primary School

School Number 4837

*Bignell Road,
Bentleigh East 3165*

Telephone 9570 3525

*Email: east.bentleigh.ps@education.vic.gov.au
www.eastbentleighps.vic.edu.au*

INFORMATION BOOKLET

FOR PARENTS OF NEW AND CURRENT CHILDREN

Acting Principal..... Sue Jackson
Acting Assistant Principal.Michelle Mather
Acting Assistant Principal.Aaron Jones
Business Manager Julie Robinson
Office Manager..... Ann Tsiaves
School Council President.....Helen Woodruff

Please read this carefully and keep for future reference.

SCHOOL VISION:

**East Bentleigh Primary School
provides a rich, inviting,
child-focused environment
ensuring that all students feel
safe and stimulated.**

**Our students are able to
achieve their full academic,
creative and social potential,
equipped for the challenges of
lifelong learning.**

**Students develop into healthy
and confident individuals,
actively contributing to the
world in which they live.**

EAST BENTLEIGH PRIMARY SCHOOL

PRINCIPAL'S MESSAGE

On behalf of the School Council, Staff and Parents of East Bentleigh Primary School, I welcome you and your child or children to our school. This is a great school where your children will experience an environment in which they will learn and grow. My wish for every child is that he or she experiences success every day, feels safe and is happy to come to school every day.

At East Bentleigh Primary School there is a strong sense of community about the school. Parent input is highly valued and a wide variety of opportunities exist for parents to take an active part in the life of the school.

The school is committed to the development of the whole child academically, physically, socially and emotionally. Curriculum programs are designed to interest and stimulate the children while providing both depth and breadth.

This school is running two curriculum streams. We have a traditional education and one based on the educational philosophies of Rudolf Steiner which operate in parallel throughout the school. Parents may choose which stream their child attends and it is possible to move from one stream to another according to the needs of the child. If you require further details I shall be pleased to discuss the respective merits with you.

Our curriculum programs are enhanced by the excellent facilities and wide range of equipment available. A large proportion of the equipment has been provided by parents through fundraising efforts. Parent input is extremely important to the quality of our educational programs as it is only through extra efforts of parents that such a high level of equipment can be provided. The monthly VFMA accredited Bentleigh Farmers' Market has seen the development of garden spaces and a state of the art Greenhouse/Outdoor classroom, as well as many other enhancements to our lovely school. 2020 saw the completion of our capital works building project - with the construction of our Performing Arts Centre and four classrooms, what a wonderful addition to our school.

The development and extension of Literacy and Numeracy skills is a whole school priority, as is the development of social/emotional skills. Teachers plan together to ensure there is consistency in the implementation and evaluation of Reading, Writing, Speaking and Listening, as well as Mathematics across all year levels.

Our School Council runs various sub-committees ensuring the effective management of the school. Parents are welcome to assist in many ways around the school. You are invited to participate in the school's programs and join in with the various activities organised by School Council, our fundraising co-ordinator. Please feel free to attend these meetings where you will gain much information about the school, and by so doing you will be able to play an informed role in the development of the school's educational programs. The School's Policies are reviewed regularly and along with the Program Budgets are designed to portray a comprehensive picture of our school.

Every decision made at East Bentleigh Primary School is based on the principle that your child comes first. Sometimes decisions do not please everyone, however we must be sure that the decision was made in the best interests of all students. You can help to make a difference by being actively interested in and supportive of your child's learning, personal growth and well being. Communicating with staff in a respectful and polite manner is appreciated.

The information contained in the Handbook will, I trust, answer many of your questions. If however you have any concern about aspects of your child's education, don't hesitate to contact the school. I hope that you and your child enjoy your years at East Bentleigh Primary School and really become involved in our school.

I look forward to meeting you in the near future.

Sue Jackson - Acting Principal

SCHOOL COUNCIL

The School Council has a most important role to play in the school.

The School Council has financial control of the school, deciding the major direction of the school programs and policy. It is responsible for the maintenance of buildings and grounds, and for the employment and supervision of our cleaners and other ancillary staff.

School Council Members:-

President: Helen Woodruff (P)

Treasurer: Sue Jackson (S)

Secretary: Aaron Jones (S)

Parent Representatives:

**Lisa Vance
Emily Jones
Julia Kahan
Helen Woodruff
Rachel Jeffreys
Lisa Cleland**

Staff Representatives: Aaron Jones, Michelle Mather, Sue Jackson (S)

Principal and Executive Officer: Sue Jackson (S)

Message From The East Bentleigh Primary School, School Council

There are many ways for you to participate in school life and we do encourage you to react to school notices sent home and to join in and make it **our school** not **the school**. We hope you will become as proud of **our school** as we are. We would like you to be involved at council level so please consider it.

School Council meetings are held at 6:00pm on the 2nd Monday of each month and observers are welcome. Elections are held each year in March. Any parent is welcome to stand for election and / or join any sub committee of school council.

STAFF LIST

Jackson Sue	Acting Principal
Mather Michelle	Acting Assistant Principal
Jones Aaron	Acting Assistant Principal
Jellis Lee	Learning Specialist
Robinson Julie	Business Manager
Tsiaves Ann	Office Manager
Ross Jane	Librarian / Attendance Officer

Class Teachers

Boxelaar Tanja	Class Teacher
Bugheanu Irina	Class Teacher
Cole Melinda	Class Teacher
Dean Ramana	Class Teacher
Delaney Sinead	Class Teacher
Gullan Emma	Class Teacher
Griffin Jill	Class Teacher
Grunfelder Janette	Art/Music/Literacy Teacher
Hackett Alison	Class Teacher
Higgins Carmen	French Teacher
Hooper-Duffy Amanda	Class Teacher
Jacobs Leanne	Craft / Class Teacher
Jellis Lee	Class Teacher
Leibowitz Donna	Class Teacher
McCallum Stewart	Class Teacher
McNamara Dagmar	Class Teacher
Millar Mandy	Learning Intervention
Parsons Aric	Class Teacher
Portelli Bill	Class Teacher
Pititto Anna	Class Teacher
Secary John	P.E. Teacher
Smith Andrea	Class Teacher

E.B.P.S Specialist Teachers/Ancillary Staff

Adones Manuel	Cleaner
Black Timm	Education Support
Bolmat Paul	Drama Teacher
Cockroft Sal	Education Support
Creeley Anita	Education Support
Fenton Jenni	Education Support
Filip Elke	Education Support
Godber Luke	Information Technology Technician
Gordon Nikki	Kitchen Specialist
Graves Kate	Eurythmy Specialist
Gray Amy	Education Support
Harris Lachlan	Instrumental Teacher
Hill Jude	Instrumental Teacher
Holohan Anthony	Computer Teacher
Iarussi Daniel	Education Support
Campbell Catherine	Garden Specialist
Kempson Glenda	Education Support
Kennedy Christine	Education Support
Laporte Marie-France	Education Support
Matuszewicz Macey	Education Support
Nankervis Heidi	Education Support
Regan Jane	Education Support
Smith Karl	Education Support
Stuart Steph	Education Support
Strang Fiona	Guidance Officer
Tosio Jonathan	Instrumental Teacher
Tusia Rose	Dance Teacher
Wikman Pauline	Education Support
Yule Jodie	Education Support

School Hours

The school follows the following timetable

8:50am	Music starts - to line up for class
8:55am	Enter classroom
9:00am	Classroom programs begin promptly
11:00am	Morning Recess
11:30am	Second session begins
1:40pm	Lunch Recess
2:30pm	Final session begins
3:30pm	School Finishes

Punctuality is very important because children who arrive late disrupt the class and draw attention to themselves. Often they find this distressing and it certainly is unfair to the teacher and the rest of the class. Please **help** your child to be punctual.

Please note that the morning recess is from 11:00am. to 11:30pm. Children will eat their lunch inside from 1:30pm. to 1:40pm. As the first break is at 11:00am, some children may need an extra 'yummy' morning play lunch to get them through to lunch time. Children who do not finish their lunch during this time are directed to the hall decking to complete it. (Please note: This does not apply to Preppies.)

Children are not permitted to leave the school ground at lunch time unless the teacher has received a note from the parent and the child is signed out at the office by the parent.

Parents are asked not to send their children to school before 8:45am. because there is no playground supervision until that time. The playground is supervised from 8:45am. - 9:00am, recess and lunch time. Supervision after school is until 3:45pm. Please phone the school if for some reason you are unavoidably running late.

At the end of each term school closes at 2:30pm.

Please note: As starting school can be quite a tiring time, we operate flexible hours in the first 4 weeks of school, for our prep students.

Prep. children finish school at 1:00pm for the first 3 days of Term 1 (Week 1).

(ie. Tuesday 30th January to Friday 2nd February - *NO SCHOOL on Wednesday 31st January - only assessments by appointment*)

Week 2- 4 Monday to Tuesday 8:50am - 2:30pm, (*NO SCHOOL on **Wednesdays*), then Thursday to Friday 8:50am to 2:30pm.

*****On Wednesdays there will be individual child assessments by appointment.***

(ie. From Monday 6th February until Friday 24th February)

From Week 5 - Monday 26th February normal school hours apply to Prep children - from 8:50am to 3:30pm - 5 days per week

Term Dates 2024

Term 1

Tuesday 30th January – Thursday 28th March

(Teachers resume duty Monday 29th January)

(Easter is at the start of the school holidays)

(Good Friday 29th March - Easter Monday 1st April)

Term 2

Monday 15th April - Friday 28th June

Term 3

Monday 15th July - Friday 20th September

Term 4

Monday 7th October - Friday 20th December

Prep Information

Beginning school

Starting school is an important milestone for parents and children and the beginning of a new journey together.

The beginning of the school year

There's a lot you can do to prepare your child - and yourself - for school. The first day of school can be an emotional time for parents and children.

The more you can help your child to become familiar with the layout of the school and what they need to do before day one, the less overwhelmed they are likely to feel.

Before school starts

The summer holidays before the start of the school year are a great time to:

- Show your child where the school is and talk about how you will get there
- Arrange playtimes with other families whose children will be going to the same school as your child - it helps if your child knows another child at their school
- Practise the things your child will need to do to get ready for school (putting things in their bag and remembering to take a hat)
- Confirm your before-school and after-school care arrangements. Show your child where the outside school hours care facilities are, and talk about how they will get there
- Be positive about starting school and enjoy your child's excitement
- Ask the school what time your school starts on the first day and where to take your child.

The night before school starts

- Lay out your child's clothes, shoes and socks
- Check your child's timetable to make sure they have the necessary equipment for the day's activities
- Establish a sleep routine. You may find your child needs more sleep when they start school. Try to establish a nightly routine with a set bedtime to ensure your child is well rested.

The first day of school

- Help your child to pack their school bag with a snack, drink and lunch and a hat. Place a change of clothes with a spare pair of underpants in a plastic bag. Let your child know these clothes are in the bag in case of any accidents
- Put sunscreen on your child in the morning if it is needed
- Show your child where you will meet them at the end of the school day
- At the end of the day talk to your child about what happened at school.

Dressing for school

- Check the weather forecast and be prepared for unexpected changes
- Look for easy fasteners when choosing belts, shoes, bags and clothing
- Encourage your child to dress themselves so they will be able to manage things like their jumpers and shoes at school.

Prep Information Continued

Looking after belongings

- Label all your child's belongings and show your child where these labels have been placed
- Check when any special items, such as a library bag or art smock, are needed at school
- Note where lost property is held at the school.

Food for energy

- Ensure your child has a balanced breakfast before starting the school day
- Pack a healthy lunch and snacks and explain when they should be eaten. It's a good idea to have different containers for each of the snacks. Do not include nuts in school lunches and snacks as we have a number of children with life threatening allergies such as anaphylaxis.
- Make sure your child can manage to unwrap any food wrappings.

Avoiding the last-minute rush

- Try to leave home with plenty of time to get settled before the school day starts
- Make sure you allow time to say goodbye and for your child to join others at play

Going home

Please refer to Page 4 for Prep hours in Weeks 1 to 5.

Notes between home and school

- Check your child's school bag with your child each night for newsletters and notes from school
- Make sure your child knows when you place a note in their bag and what needs to be done with it
- Parents of separated families are encouraged to agree on methods of communication between home and school so the child is not adversely affected.

Attendance

In Victoria, education is compulsory for children aged between 6 and 17 years (up to 17th birthday). Once enrolled in primary school, your child is expected to attend school every day of each term. It's important that children develop regular attendance habits at an early age. Children who are regularly absent risk missing out on learning the basic building blocks in subjects, and this can lead to long-term learning difficulties.

What can you do?

- Encourage school attendance - every day
- Notify your school if your child is absent
- Your child should avoid physical activity if absent from school because they are sick. Ask them to stay in bed or on the couch and keep activities low key
- Make medical/dental appointments outside of school hours where possible.
- Birthdays are best celebrated at school and not a reasonable excuse for staying at home



Prep Information Continued

Preparation for the first day

1. Talk to your child in advance about starting school: Where he/she will make friends, play games, sing, paint and draw. Show by your voice and manner that school is a happy place and you are glad he/she can go.
2. Label all his/her belongings clearly in a way that he/she can easily identify their own things.
3. Have several 'school lunches' with your child at home to give him/her practise in handling a lunch box, unwrapping food and pouring from a drink bottle. (Name plastic containers, please).
4. If possible, allow your child to stay with relatives or friends for short periods so that he/she will accept being left and be confident that you will return to collect them.
5. Acquaint him/her with road safety procedure, including the correct use of the school crossing.
6. If the school is within walking distance from your home, follow the route to be taken there and back prior to the commencement of the school year. If possible, visit our school in order to familiarise both yourself and your child with the various buildings and equipment.
7. Ensure that he/she can attend to his/her own toilet needs and knows the importance of washing hands after visiting the toilet.
8. Buy clothes and shoes that are easy for him/her to manage.

Please name all items of clothing.

9. Have ready the following items for bringing to school the first day -
 - (a) Art Smock - to pull over head, with elastic gathered at neck and on long sleeves.
 - (b) One drawstring bag made of strong material, 30 cms x 40 cms to be used as a library bag.
 - (c) A suitably sized school bag that the child can both open and carry himself/herself.
10. Take your child to the classroom and bid him/her a quick, cheerful goodbye. Children settle down very quickly when left with the teacher and other children. Expect your child to carry his/her own school bag and to be responsible for delivering notes to the teacher, putting take home book cover in the designated area and placing his/her bag on the shelf himself/herself.

We need to develop independence and a sense of responsibility as this impacts upon academic, emotional and social development.

We hope this will assist you in making your child's introduction to school an enjoyable occasion for us all.

Thankyou for your co-operation.

Prep Information Continued

In the classroom

The Prep classroom

The Prep classroom, whether Mainstream or Steiner, is an exciting and stimulating place where your child will be challenged and supported. Teachers aim to create a safe and happy environment in which children are valued, praised and encouraged to 'have a go'.

Classrooms are designed to welcome your child, spark their imagination and arouse their thinking. They feature colourful displays of children's learning materials and artwork, books, computers, construction materials and art supplies. Children's work is also displayed where appropriate.

The curriculum

The Prep curriculum emphasises literacy and numeracy skills, and includes a two-hour daily literacy block and a one-hour daily numeracy block in the Mainstream and a play based approach in the Steiner Stream.

Literacy is not just the ability to read and write. It's also the ability to understand and interpret information presented in different ways and in different formats.

Numeracy is not just the ability to do maths in the classroom. It's also about being able to reason with numbers and measures in everyday life.

Students also develop physical, creative, information and communications technology skills as they are encouraged to explore their world and build confidence and resilience.

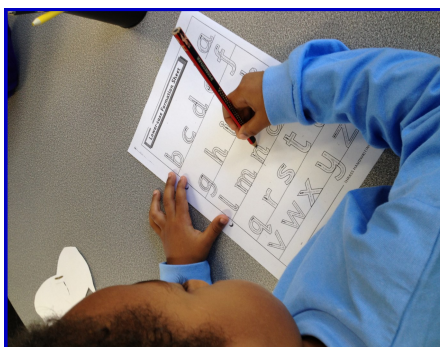
Your child will sometimes work with the whole class, and at other times be grouped for sessions with children who have similar learning styles and knowledge. As your child develops, they will learn to work independently and collaboratively in small groups.

Helping your child in the classroom

The Prep year is a significant shift in environment for your child and all school staff are committed to working with you to ensure that your child is supported throughout the year.

To help your child in the classroom:

- Share with your child good stories and memories of your own school days
- Be positive about school, teachers and learning
- Talk about the types of activities they will take part in during the school day
- Talk about friendships and how to be a good friend
- Take your child to your local library and choose books together
- Talk about the letters, words and numbers your child sees when shopping, on television, in books and on computer screens
- Encourage your child's curiosity by asking questions and encourage questions in return
- Introduce yourself to the families of other children.



In the classroom

Parent - School partnership

Communication

Good communication with the people at your child's school is very important and it's based on the same principles as successful communication with your family and friends.

Make time to introduce yourself to your child's teacher, the Principal and other significant people at the school. Remember, the school staff will be particularly busy at the start of the school day, so appointments and incidental chats are best at the end of the day.

Having personal contacts will help you to communicate about things that happen at home that might affect your child's learning and about any concerns you have. Knowing you as a person will make it easier for school staff to communicate with you about the purposes of the learning activities and about how your child is progressing.

Children's achievements need to be recognised and celebrated by both parents and teachers.

'Genuine relationships require trust, and building trust takes time, effort and commitment on both sides.'

Partnership building

To develop strong and effective partnerships with families, schools use a range of strategies.

For example, they are likely to:

- Display greetings in families' first languages
- Display images and objects from children's cultures and lives out of school
- Incorporate content from children's homes and cultures in learning programs
- Invite family and community members in to share knowledge and experiences with the class
- Provide reading and viewing materials connected to children's lives out of school
- Provide information about school and class programs
- Provide frequent feedback about children's progress
- Invite parents and the community to school events
- Invite parents to participate in class programs and on excursions
- Consult parents about school policies, practices and priorities
- Communicate regularly with families about children's health, happiness, wellbeing and learning
- Operate parent groups and committees

School-to-home communication

Communicating from school to home can take many forms:

- The class teacher may have a quick chat at the door or school gate, or make an incidental phone call
- The teacher may send home a note or email about a child's success or a problem during the day
- The teacher may invite parents in after school for refreshments and to talk about the learning program
- The school or class may have an open day when parents can see children engaged in learning activities
- There may be class or school newsletters that forecast forthcoming events, and opportunities for parent participation and convey the teacher's and/or school's philosophy, policies and reasons for practices.
- Bulletin boards around the school may carry information about school and community activities, school and individual successes, and incidents such as infectious diseases.

Your role in the partnership

You contribute to the home-school partnership when you:

- Tell the class teacher who the important members of your child's extended family are and who to contact in an emergency
- Inform the teacher about significant events in your child's life, especially if the changes are likely to be distressing for the child
- Let the school know when your child will be absent
- Advise the school if your child will be collected during school hours, and by whom - as a courtesy, as well as a child protection measure.
- Ask questions, talk to staff, write an email and/or send a note about anything that's concerning or interesting you
- Check the school bag daily for notes, forms and newsletters- and read and respond to them. (Working parents may not be able to be actively involved in daily school life, but reading school newsletters and talking to your child about what is happening shows your interest.)
- Help your child with 'homework', such as sharing a library book together or searching for information on a class topic
- Make time to keep in touch with your child's class teacher, to keep informed about class activities and your child's growth and development
- Where possible, attend school and class events, assemblies and exhibitions. (If you are unable to attend, could another family member or friend stand in to support your child and value the child's efforts?)
- Join the school's parent group—it's a good way to meet other parents as well as to contribute to the school.
- Participate in those school activities—fairs, fun runs, working bees, fundraising etc. - that best suit your interests and time
- Ask your child's teacher what you can do as 'parent helper', if you are free to do so
- Attend parent-teacher interviews and talks, especially those concerning your child's learning progress (it's desirable, if possible, for both parents to attend such meetings)
- Talk with your child about their school reports and progress
- Share with your child the things you enjoyed learning at school and those things you had to work hard to learn (avoid 'turn off' statements such as 'I was no good at maths')
- Connect your child's school learning to family activities and excursions
- Display your child's work from school and talk about it with family members

The important message is: 'communicate, communicate, communicate'.

Of course, you should quickly talk with your child's teacher if you feel your child is not happy at school. However, you need not wait until there is a problem before talking to staff. Teachers, of course, are busy teaching and, if you need a lengthy chat, it will be necessary to make an appointment at a time that suits both of you.

Absences and Illnesses

If your child is absent from school you are **legally required to write a note explaining the reason for the absence** which can be entered directly into our Compass Parent Portal. *Please ensure you enter a reason for all absences on Compass or via the link you receive in the text sent to you if your child is absent without a reason in Compass on the day.* Unnecessary absences are a serious impediment to a child's progress. However home is the place for a sick child who cannot cope with school work and may be a danger to other children's health.

Medication of any kind cannot be administered to any child at school without written or verbal consent from parents. Medication must not be kept with the child, but sent to the school office to be administered by the school office staff only. Clear directions must be given as to dosage, frequency and any other requirements. Children who are known to be ill should not be sent to school. It is imperative for children who are asthmatic and in need of "ventolin" type sprays from time to time to have a spray and spacer at school (in their bag) or in the school office.

Assemblies

Each week a school assembly is held in the PAC (Performing Arts Centre). The assembly is held on Friday afternoon from 3.00pm to 3:30pm. Parents are most welcome. Other special assemblies for various performances etc. are advertised in our newsletter.

Bentleigh Farmers' Market

We at East Bentleigh Primary are fortunate to hold the Bentleigh Farmers' Market (BFM) which has accreditation from the Victorian Farmers' Market Association & is run by the Farmers' Market subcommittee. The market is held on the 4th Saturday of each month on our school oval helping to support the economic viability of small scale sustainable farming in Victoria. It aims to be a zero waste market, free from plastic bags and disposable containers, fitting into the schools focus on sustainability.

The market is our school's major fundraiser, enabling EBPS to provide our students with the enriching Stephanie Alexander Kitchen Garden Program along with other major school projects. To ensure the sustainability of our market & major fundraiser we require the support of the whole school community and ask for a group of parent volunteers each month. It is a great way to experience our community first hand. There are a variety of time slots & positions available from setting/packing up crew, breakfast stall & the gates.



Camp Australia - Out of School Hours Care

The Out of School Hours Program (OSHC) is operated by Camp Australia, a private service provider. Camp Australia works closely with School Council and staff are deemed to be an integral part of the East Bentleigh P.S. staff team. It is necessary to register your child with Camp Australia before your child can access the program. All inquiries should be directed to them.

OSHC Program operates each school day from 7:00am to 8:45am (Before School Care) then 3:30pm to 6:00pm (After School Care). Please call: 1300 105 343

Children leaving the school during the day

If parents wish to take their children away from school for a special occasion - (appointments, etc) they are requested in order to ensure the safety of children at school, to sign them out at the office at the time of departure and again when or if the child is returned to school. It is important also that the class teacher knows the child has left the school.

Please **NEVER** collect children during recess and lunchtime without signing them out at the office first.

Class Structures

The annual organisation of classes, including class sizes, is based on a number of factors, inclusive of some constraints. Essentially, the classes are organised from year to year on the basis of the staffing schedule that forms part of the Student Resource Package (SRP). The SRP document, which details government funding for the school year, is provided by the Department of Education (DE) after projected numbers are forwarded by the school to DE.

Decisions about student allocations to classes are based on many factors including age, social dynamics, ability, medical needs and gender and are made in consultation with the staff. The Principal makes the final decision regarding all staffing matters, however consultative processes with staff take place prior to confirmation of class placements.

Classroom money collections

The task of money collection and banking is very time consuming. Would you please instruct your child/children to hand money to the class teachers **at 9.00 am** on the day concerned so that teachers can record the payments in their classroom cashbooks before sending the daily total to our office before 10.00 am. **Please do not pay at the office.**

Payments should be made by the due date on the specified notice. If there are any problems about payment please speak to the office, please don't leave it to the day of the excursion etc.

Communication between Parents and Staff

It is natural to have questions about your child's routine and school processes. Teachers are not able to talk with you while they are teaching or while they are bringing their children to class. The needs of your child and the other children in the class must come first during the school day. If you have any concerns / questions about your child, please arrange to come to the school and discuss them. *If you would like to meet with your child's teacher:*

- Step 1 Ask the teacher if you can arrange a time that is suitable to you both for a meeting. This could be done before school or after school. If you are working, you may like to forward a note or leave a message at the office for the class teacher to return your call so that you can make arrangements to meet. Individual teachers are not expected to meet with parents in the evenings.*
- Step 2 Inform the teacher about the nature of your inquiry. Teachers care about your child and want to know if there are any issues which may have arisen.*
- Step 3 Try to focus on the positives - not the negatives! The staff welcome your feedback about the good things they are doing. No staff member is expected to be involved in any heated discussion. Unfortunately, emotions can sometimes boil over. Thankfully, this is rare. A positive outcome for all parties involved will occur if each party is willing to listen to the others view and all work towards the interests of your child.*

Sometimes there are matters which parents feel that they would like to discuss with the Principal. Matters may involve family health, finance and other personal issues. In line with DE procedures, any issues involving concerns or complaints about members of staff must be brought to the attention of the Principal.

If you would like to chat with the Principal:

- Step 1 Please contact the school office to make an appointment.*
- Step 2 Inform the Principal of the nature of your concern / query. If the concern is serious it is requested that it be put in writing.*

It is usual procedure for the Principal to follow up concerns over a period of days where matters, in particular relate to teachers. The Principal may make a time for a follow up meeting after facts and points of view have been gathered. The Principal will cease any meetings which become aggressive or heated until a time when all parties can meet in a calm manner. Again, these situations are rare, but it is important that the school's values of respect and harmony are embedded into all processes within the school.

Compass

In Term 3/2022, Compass School Manager was introduced as our web-based Parent Portal or can be access via their app. Eventually we will have full functionality with the keys features being, Attendance and advising of absences, Parent communication via News Feed and email, accessing school reports amongst other features. To access the parent guide - please go to <https://www.compass.education/guide>.

Correct address and phone numbers and emergency phone numbers

From time to time children have accidents or they become ill and it is very important to be able to contact a parent or relation or close friend. We need to be supplied with current contact and work numbers and with phone numbers of persons we can contact in an emergency. This person can be a friend or relation. These numbers remain confidential and are only used by the school. **Would parents please supply the school with new phone numbers if there are changes or the emergency contacts change.**

Curriculum Days

There will be 4 pupil free days throughout 2024, which include the first day of the school year. Therefore the children start on **Tuesday 30th January 2024**, while staff are back on Monday 29th January. Parents will be advised of the rest of these dates as soon as they become available.

Evacuation Plan

The school has in place a set of procedures to handle any form of disaster e.g. fire, bomb threat, intruder. The major areas that children are instructed on are:

- the orderly evacuation of the school buildings or school grounds
- the location of the assembly area is on the school oval
- the need to remain calm under any circumstance

An Evacuation Plan Coordinator is appointed each year. Evacuations are conducted each term so that the staff and children can familiarise themselves with the procedures required.

Excursions and camps

Excursions and camps are part of the school life and parents are asked to encourage their children to attend. Excursions are usually associated with the programs which are taking place in the classroom. These may include visits to the Zoo, Museum, Art Gallery, factories or farms. Other excursions may be concerned with cultural activities such as visits to hear a symphony orchestra or to see a play.

Camps are held during the year and may be available for children from grades 3 to 6. While these may appear to be expensive, the staff work very hard to keep costs to a minimum. Parents who feel that they need assistance in paying for these excursions should see the Principal. No child will attend any excursion if the parents have not returned a signed form granting permission.

Excursions - Local 'on foot'

The "General On Foot Excursion form" is to be filled out at the time of enrolment or at the start of each new school year. This form enables teachers to take the children on local walks without a specific notice being forwarded home, for example local sporting activities, picnics, awareness of local business and other services, choir performances etc. In general however, teachers will provide parents with information regarding upcoming events via the grade newsletter. Some events do occur at short notice.



Expensive or Valued Items

Occasionally, children bring to school expensive or valued items from home. These can be easily damaged, lost or stolen. We advise children NOT to bring these items to school. The school will take no responsibility for these items. There must never be any request for exchange of money or goods for any items brought to school e.g. swap cards or toys. Parents are asked to exercise strict supervision over items their children bring to school.

Head lice

Unfortunately head lice appear in all schools in Victoria, both public and private. People are repelled by the thought of head lice and sometimes the reaction is out of proportion to the discomfort caused. In Southern Australia there is no evidence that head lice spread disease. There are no long term effects from harbouring them but getting rid of them properly is essential.

Parents should regularly examine their children's heads, particularly behind the ears and the back of the neck. The insects are 2mm long and cling to the hair close to the scalp. The eggs, or nits, are half the size and are cemented to the hairs in the same region. Most recently laid nits will be attached within 6mm of the scalp.

Advice about how to best go about getting rid of lice and nits is included as an appendix to this document or available from the school office.

Children with live head lice will be excluded from school until treatment has commenced. It is important to stress with children that regular washing, brushing and combing limits the occurrence of head lice. ***Children with hair long enough to be tied up - must wear their hair up when at school each day.***

Infectious diseases

The following gives details of the Department of Education (DE) requirements for exclusion of children from school when they have an infectious disease.

Chicken Pox	until fully recovered.
Impetigo (school sores)	until sores have fully healed (check with school)
Measles	for at least seven days from the appearance of the rash or until a medical certificate of recovery is produced. NOTE: Non immunised contacts are excluded for 13 days from first appearance of rash.
Mumps	until fully recovered.
Pediculosis (Head lice)	until appropriate treatment has commenced
Pertussis (Whooping cough)	for four weeks or until a medical certificate of recovery is produced.
Rubella (German Measles)	until fully recovered and at least four days from the onset of the rash.
Scabies	until treated.
Conjunctivitis	Exclude until discharge from eyes has ceased.

For information about other less frequently occurring conditions check with school.

East Bentleigh Primary School is a **COVID Safe school**. We follow all the regulations set by the Department of Education in order to keep the school safe. We will follow the Department of Health procedures, should we have a case at the school.

Labelling of clothes

Children frequently lose clothing and unfortunately we rarely know who owns it. It would be of great assistance to us, and no doubt of significant value to parents, if they would ensure that their children's clothes are clearly labelled.

Late Arrivals/Early Leavers

If your child is late coming to school, they will require a late slip from the office (before going to class). Children leaving school early will need to be signed out by a parent/guardian. (see page 11)

Lost property

Please check in our First Aid Room - near the school office for any items of lost property. If your child's belongings are clearly marked it is much more likely the items will be returned quickly.

Life Education

The L.E.C. visits our school each year. The purpose of the L.E.C. is to enhance the school's Health Program in that it teaches children to be aware of their bodies and to care for themselves by learning about such items as drug abuse and peer group pressures. Parents are invited to attend a parent information session. All programs are delivered by trained teachers in a developmentally appropriate way.

Mobile Phones

In line with a Department of Education Ministerial Order - students are not permitted to bring mobile phones to school unless permission from the Principal has been successfully sought by the parents who have outlined the health, safety or personal reasons that justify the student being in possession of a mobile phone. Mobile phones that have been approved by the Principal are not permitted to be "on" during the school day or on excursion of any kind, including sporting events. Students **must** take mobile phones to the school office for safe keeping at the beginning of the day and be collected at the end of the day.

Medications at school

Medication of any kind cannot be administered to any child at school without written or verbal consent from parents. Medication must not be kept with the child, but sent to the school office to be administered by the school office staff only. Clear directions must be given as to dosage, frequency and any other requirements via the parent completing the Medication Authority Form. Children who are known to be ill should not be sent to school. It is imperative for children who are asthmatic and in need of "ventolin" type sprays from time to time to have a spray and spacer at school in the school office for their own use when required.

Newsletter/ News Bulletin

A newsletter is produced every second week and is distributed on Thursday. On every other week a news bulletin is distributed. Their purpose is to keep parents informed of the various activities taking place in the school and parents need to spend a few minutes reading them when they arrive via Compass email. All our Newsletters/Bulletins are also available on the school website. Hard copies will only be provided on request. If you require a hard copy you will have to come and collect one at the office. This is just another way to make our school more environmentally friendly.

Parent Volunteer Requirements

We are very grateful to have parents in our school community who are willing to help in the classroom and/or around the school. Please note however that there are a few requirements before parents can volunteer at school.

Firstly, parents are required to have a current Working With Children Check card, with a copy kept at the school office. If you have not sent the office a copy of your card - please email a photo to east.bentleigh.ps@education.vic.gov.au.

Parents can apply for a Working With Children Check card via Australia Post or online at <https://service.vic.gov.au/services/working-with-children>

Parent volunteers are also required to read the **OHS Induction Handbook and Child Safety Induction**, as well as view the **Child Safety Induction video**, then sign off a checklist when signing in for the first time. This induction material can be found on the school website via the following link.

<https://www.eastbentleighps.vic.edu.au/page/38/Policies,-Permission-Forms-&-Documents>

Please also remember to always sign in and out at the office each time you are volunteering onsite.

Policies

EBPS is governed in the first instance under DE umbrella policies - as such all of our school specific policies developed by school council are in line with the overarching DE policies. EBPS policies are available on our website www.eastbentleighps.vic.edu.au. Policies are reviewed on a cyclical basis by the Policy & Education Subcommittee of school council - please let Assistant Principal Sue Jackson (convenor) know if you would like to join this group.

Personal Belongings

Private property, including expensive toys or other goods brought to school by students, are not insured. Children are not encouraged to bring valuables at all. Neither the Department of Education nor the school, is responsible for any loss.

Positive Education

In 2013 staff were introduced to the concept of positive psychology as a vehicle to improve wellbeing across the school. Positive psychology is the scientific study of human flourishing and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. Positive Education is a strand of Positive Psychology. It involves the application of well being science into educational settings with the aim of creating flourishing students, staff and the whole school communities. Each year staff attend workshops led by trained facilitators. These workshops allow for training & discussion of whole school strategies to be employed at our school.

Punctuality

Good social habits should be established as soon as possible. Arrival on time for classes is expected of every child. Arriving on time for school is very important for a number of reasons:

- Lateness disrupts the class
- Lateness unsettles your child
- Lateness means your child is missing out on educational programs which is compounded when lateness is daily
- Lateness makes the starting of the day difficult for your child's teacher

Questionnaires / Surveys

From time to time parents are asked to complete questionnaires and / or surveys by a specified date. Your involvement in these matters is of vital importance in helping make decisions at school and your cooperation is always appreciated.

Reporting to parents

The Principal and Staff believe that reporting children's progress to their parents is extremely important. The program is as follows:-

Early 1st term	Parent / teacher information sharing interviews. This is an opportunity for you to share with the teacher any concerns or special information that may be relevant to your child. Some classes will also hold "whole class" information evenings to outline their year's program.
June	Written report to parents followed by an interview to discuss the report.
December	Written reports to parents followed by an interview if required.
Student Led Conferences for all classes are held in Term 4.	

Parents are requested to make arrangements to see their child's teacher on any other occasions if they feel that any issues have arisen and need to be discussed. Parent contact with the school and teachers is very important and we welcome parents into the school.

Riding bikes to school

Children who ride their bikes to school must wear an approved bicycle helmet. School Council has determined that children who ride their bike without a helmet, will not be permitted to ride their bike home from school, and that parents will be contacted and asked to come to the school to collect the bike. We sincerely hope that we have your total support in this very important issue. Bikes will be secured in our biked shed during school time and opened at the end of day. **BIKES MUST NOT BE LEFT IN THE BIKE SHED OVER-NIGHT - AS IT IS NOT LOCKED.** If you cannot take your bike home - please bring it into a school building to be locked in overnight.

*** Bikes are to be 'walked' through the school grounds for safety reasons.**



Road Safety

The school crossing is supervised on Bignell Road. Students and parents must cross the road at these crossings to ensure safety for everyone. **40kph zones** is the speed limit in surrounding streets during designated times. **PLEASE DO NOT BREAK THE LAW! PLEASE DO NOT PUT YOUR CHILD AND OTHER CHILDREN'S LIVES AT RISK!**

Please Note:

- *If your child comes to school late your child is at risk!*
- *Please make sure you use the crossing when bringing your child across the road.*
- *Never double park, park in the 2 minute zone then leave your car or stop in the middle of Bignell Road to let your child get out of the car. All are illegal, dangerous and life threatening.*
- *Insist that your child enters and leaves your car on the kerb side.*
- *Avoid making 'U' turns in the vicinity of the school.*
- *Do not park across gateways.*
- *Driving into the staff car park is strictly prohibited.*
- *Uphold the school community's values of respect and responsibility towards others.*

Skate boards, scooters and/or in-line skates

School Council and Staff have decided (for safety reasons) that unless a parent believes that their child **needs** to travel to school by skate board, scooter or in-line skates, then these wheeled toys must be left at home. If a parent does feel it is necessary for his/her child/children to ride a skate board, scooter or in-line skates to school, then we request you write a letter to the Principal stating this.

This rule was put in place because some children repeatedly rode their skate boards, scooters or in-line skates through the school grounds or just out the front of the school while they waited for their parents to pick them up. Some younger siblings rode around on them also. This was dangerous because the children who did this would often weave in and out of other children, parents and local residents at the end of the day when there were many people in the school grounds (or just out the front) and everyone was trying to set off for home. In the event that a child does not comply, their 'toy' will be removed from them and stored in the office for collection by their parents.

Sponsorship

The school is always looking for ways to enhance student learning and sponsorship is a valuable way of achieving some goals which may otherwise be out of the school's ability to reach. If you are aware of any business or organisations that may be worth approaching, please contact the Principal.

Staff Car Park

The staff car park is strictly out of bounds to parents and students at all times and must not be used as a drop off point. There are 2 disabled car parks in this area. Families with a 'DISABLED' car sticker must liaise with the Principal in order to use this car park.

Staff Meetings

Staff meetings are held on Mondays, before and after school and Tuesdays after school, every week. Teachers are required to be punctual to all staff meetings and therefore they are not able to meet with parents on these days.

Student Led Conferences

We first began conducting student led conferences in 2013 with our senior students. In 2014 our students from Year 3 and 4 joined our 5 / 6's in this activity. Due to their great success, student led conferences were extended to all students - including preppies from 2015. The purpose of these conferences is for students to share and celebrate the work completed throughout the year. Students create portfolios including work samples, photos etc. Students are required to describe the work, what they had learned and why it was important to learn. The process involved in preparing for these conferences involves a great deal of reflection from students and are a powerful tool in creating self directed learners. These are held in Term 4.



Sustainability/Walking Bus

East Bentleigh Primary School recognises that the environment is integral to the quality of our student's lives. We endeavour to reduce our ecological footprint through adopting sustainable practises.

Our aim is to minimise landfill **waste** produced by the school, reduce the amount of **energy** used by the school by installing solar panels, to increase the **biodiversity** of the school by planting indigenous species, to minimise the consumption of mains **water** with the use of our water tanks and undertake a '**green purchasing**' policy where possible.

We have classroom programs that highlight the importance of "Reduce, Reuse and Recycle" and a passionate group of parents who assist with communicating these sustainable practices to the community.

We run a **Walking School Bus** each **Wednesday** morning to promote sustainable transport. We meet at the tennis courts in Brady Rd. at 8:25am and walk to school - leaving at 8:30am. Everyone is welcome.



Swimming

Our aim is for all children to be given an opportunity to develop swimming skills. Subject to pool availability, suitability and staffing arrangements, 'intensive' swimming programs will be organised to maximise learning potential. Costs of transport, pool entry and lessons must be met by parents. Payment will be required on a specified date. Parents will be notified several weeks prior to the program about total costs etc. Children from Prep to Grade 4 take part in this program.

Transfers

Parents wishing to transfer their child to another school are requested to notify the Principal in writing. The school will arrange the necessary transfer procedures once the Student Exit Form has been completed and signed by the parent. All relevant student information will be forwarded to the new school. Parents are requested to ensure that all school library books and other materials such as musical instruments are returned to the school prior to departure or reimbursement costs will be required for lost items or items not returned. All outstanding school fees should also be paid prior to departure.

Vandalism

Vandalism, particularly graffiti, is extremely costly to any school. Parents are asked to phone 000 to report any sightings on vandals or people acting in a suspicious manner. Unauthorised use of the premises is not permitted and trespassers will be prosecuted.

Visitors

All visitors to East Bentleigh P.S. must report to the school office and register their name, time of arrival in the Sign In /Out Register and be issued with a 'Visitor' pass. Upon leaving the school, visitors are required to return the pass and "sign out" in the Sign In/Out Register. This includes parents who have come to school to participate in a class activity etc. This is a requirement by the Department of Education for emergency evacuation purposes.

School Council

The role of School Council is outlined in the *Educational and Training Reform Act 2006*. In essence, the role of School Council is one of setting the long term future for the school and maintaining oversight (not management) of the school's operation. **It is not about running the school - that is the job of the Principal.**

The responsibilities of School Council include:

- Developing the **School Strategic Plan** (the document that tells people what the school wants to achieve in the future and how it plans to get there)
- Approving the **Annual Budget** (the financial plan for the calendar year that tells people how the school is going to provide money so it can implement its strategic plan in that year)
- Setting and reviewing **Policies** (guiding principles designed to influence decisions and actions that the school makes)
- Developing, reviewing and monitoring both the **Student Code of Conduct** (how the school expects students to behave, how bullying will be managed and the school's approach to managing student behaviour) and the **School Dress Code** (this includes how students are expected to dress during school hours including travelling to and from school, what the school uniform looks like, and any arrangement with clothing suppliers that the school might enter into)
- **Raising money** for things that the school needs
- Making sure the school's **Grounds and Buildings** are maintained
- Entering into **contracts** for things like cleaning the school or a School Council building project
- **Creating interest** in the school within the community

What School Council does not do:

- School Council does not manage the day to day running of the school, for example, it does not employ teaching staff, decide which classes students will be assigned to, or sort out issues relating to individual teachers and students and/ or parents.
- School Council does not discuss individual issues relating to teachers, staff or parents - these are very clearly management roles and therefore the Principal's job.
- School Councillors are not appointed to represent specific interest groups or permit special interests to dominate the Agenda of the School Council.
- School Council is also not allowed to purchase land, buildings or motor cars and it cannot enter into hire purchase agreements or obtain credit or loans unless it is given permission by the Minister.

East Bentleigh Primary School Council oversees the school within the Education Act and Regulations set down by the Department of Education (DE) and consists of elected parent and community members, staff members and the Principal. School Council has the authority to co-opt additional members when, and if, the need arises. The School Council, as the official management body of the school, is charged with the responsibility of developing educational policies, maintaining the facilities and grounds, overseeing financial operations and ensuring a quality for all our students. School Council elections are held every year, when approximately one half of School Council members retire. Members are normally voted onto School Council for two years. Our School Council consists of 12 representatives. Four members are DE representatives, six members are Parent representatives and two are Community representatives. School council meets a minimum of eight times a year. School Council usually meets in the second week of the month - on Wednesdays .

The East Bentleigh Primary School Council utilises an active subcommittee structure to ensure that designated areas of the school are being monitored and supported. Ideally, subcommittees consist of parents and teachers with parents making up the majority of members. Parents do not have to be a member of School Council to be a member of a subcommittee, however School Council member must be present at subcommittee meetings. All subcommittee members must be approved by School Council. Subcommittees are also involved in planning and organising events and activities, such as fundraising, working bees. Subcommittees may make recommendations to School Council. Subcommittees meet for approximately one hour at a time convenient to all.

Subcommittees of School Council are: Education, Finance, Facilities, Publicity, Grants, Communication and Bentleigh Farmers' Market. School Council may choose to set up a working party for a specific purpose e.g. Autumn Fair, Farmers Market etc. These working parties are created within a specific time frame to undertake specific task that entail reporting back to School Council. Expressions of interest for parents with expertise in the necessary field are invited via the newsletter or through a mutual school contact.

Fundraising Group

With the Farmers' Market being our school's major fundraiser there is no need to run a school fete or run chocolate drives etc. We do run Mother's and Father's days stalls with gifts ranging from 50¢ to \$5. These stalls are run not so much as a fundraiser but as a service to offer the children a chance to choose their own gifts for their parent/carers. If you'd like to join this group our friendly parents, our office staff will let you know whom to contact or look out for advertisements in our newsletter and/or bulletin.

School Uniform

The wearing of the uniform is compulsory on a daily basis and an important way to encourage the development of school spirit and pride in the school. It is also a very attractive, serviceable uniform. Wide brimmed 'sunsmart' hats are compulsory in Term 1 and from the beginning of September.

From 2023, our school uniform can be purchased directly from our supplier, PSW who have a retail store at 1 Age Street, Cheltenham.

School hats can still be purchased from the school office.

The school uniform is a combination of the following:-

Girls Uniform - Summer.

Two blues and white checked dress
navy shorts/skorts
Sky blue or white polo shirt / t-shirt
School windcheater/bomber jacket - navy (no hoods)
SunSmart navy hat

Girls Uniform - Winter

Navy or check tunic
navy tracksuit pants (excludes jeans and leggings)
Sky blue or white - skivvie , shirt, t-shirt or polo shirt
School windcheater/bomber jacket – navy (no hoods)

Boys Uniform - Summer

Navy shorts
Sky blue or white school polo shirt / t-shirt
School windcheater/bomber jacket - navy (no hoods)
SunSmart navy hat

Boys Uniform - Winter

Navy trousers/tracksuit pants (no jeans)
Sky blue or white skivvie or polo shirt
School windcheater/bomber jacket – navy (no hoods)



Three of our students wearing the girls summer uniform proudly!

The wearing of school uniform is compulsory. The school will support any families in genuine need to source appropriate uniform items. No make-up, nail polish or dangling earrings are allowed. It is inappropriate for primary school aged children to have their hair noticeably bleached/coloured and/or body parts pierced (except ear lobes). Children with hair long enough to be tied up - must wear it up each day while at school.

For safety reasons **NO** open toed shoes or sandals are to be worn whilst at school. Black school shoes or runners are preferred, with plain school socks, navy/white tights. Navy or white leggings for girls may be worn (under garments only).

House System

- (i) Through the organisation of children into houses we aim-
 - a) to encourage children to co-operate with other children i.e. to develop team spirit.
 - b) to encourage co-operation between children and teachers outside the classroom.
 - c) to enable some children to have leadership opportunities as team officials.

- ii) Houses
There are four houses:-

JACARANDA (blue)
WARATAH (red)
KURRAJONG (yellow)
BANKSIA (green)

These houses compete for the "Forrester" shield which is presented annually.

Throughout the year points are allotted to the houses -

- 1. In the classroom for a variety of reasons.
- 2. Yard duty.
- 3. Annual School Sports Day.

- (iii) Placement of Pupils.

In February of each year all pupils from Prep to Grade 6 are placed in the houses. Children whose brothers and sisters are/were in a particular house may go in the same house if they wish. The remainder are placed, in an attempt to give or maintain balance to the competition. New pupils to these grades during the year are also placed in a house.

- (iv) House Captains

Each year House Officials (Boy and Girl Captains) for the year are appointed.

The parents of the House Captains are then invited to attend the presentation of House badges to the new officials.

- (v) House Meetings:

House Captains may call for a House Meeting at any suitable time. Teachers allocated to a House are expected to attend meetings to ensure proper conduct and give maximum support to the captains.

- (vi) Awards:

At the end of the year various Citizenship Awards are presented. These include, The Clare O'Neil Community Spirit and Leadership Award, and the E.B.P.S Community Awards. the 'Gwen Southam' Citizenship Award is presented and sports honours are also announced. The results of the Forrester Sports Shield is made known and the Shield is engraved with the winning House's name each year and kept in a prominent place in the School.

- (vii) Sport:

House points for sport are given for Annual House Athletic Sports.

Student Leaders

Each year we appoint School Captains and School Vice Captains, along with House (Sports) Captains, Wellbeing, Environment and Digital Technology Captains. The parents of the Student Leadership Team are then invited by the Principal to attend the presentation of leadership badges to the new officials.

Eco-Team

This team of senior students takes responsibility for furthering the cause of 'sustainability' throughout our school. In 2024, their major focus will be the reduction of 'waste' in its many forms. They work in conjunction with staff from CERES as our school works towards our Sustainable School accreditation, having earned 4 of the 5 stars needed for full accreditation.

Stephanie Alexander Kitchen Garden Program

As part of their regular curriculum the children in Grades 3 – 6 get to participate in this most enriching program. The aim of the program is to introduce the children to the world of good food through the development of a productive food garden and an exciting kitchen that includes a nurturing place to share food and learn valuable lifelong skills.

Due to our Farmers' Market Fundraiser we are extremely fortunate at EBPS to be able to offer the children a weekly 45 minute gardening lesson and a 90 minute kitchen class. In the kitchen the children divide into groups & cook a delicious 4 course menu with fresh produce they have helped plant & nurture as well as helping to care for our school chickens & ducks. Once the cooking is complete they all sit down & enjoy a meal together. Parent volunteers are an essential component to the running of this program offering a great way for families to share in their child's learning. Parents must have a current Working With Children Check card in order to be able to assist at school. A copy of the WWCC card must be held at the school office.



The following Curriculum outline includes information from the Victorian Curriculum. Essentially however, the curriculum covers the following areas:-

English

English is the key learning area in which students study and use English as either a first or second language. They do so through a range of meaningful purposes and contexts.

These extend and enrich students' oral language and actively develop reading and writing abilities in order to analyse and be critical of texts.

Language is central to learning and it is the major vehicle for elaborating and expressing thought. A major part of the English Curriculum is the acquisition of literacy. Literacy involves speaking, listening, reading, writing and thinking. Literacy enables a user to recognise and select language appropriate to different situations.

Reading

To prepare children to read....

- Talk to your children from the earliest age. Surround them with language explain, question, read....
- Encourage them to talk about their own experiences, to play with words.
- Tell and re-tell stories of all kinds. Have a bed-time ritual of story-time.
- When they are ready encourage the children to 'read' with you. Get them to comment on the illustrations. Run your finger underneath the print as you read.
- As you read favourite stories, leave out the occasional word and encourage the children to put it in.
- Make simple word games, such as cutting words from magazines and matching them with pictures.
- Visit our school Library.
- Library books are available for borrowing by children.

TO HELP YOUR CHILD WITH READING...

- Have a routine of reading to him or her every day. This is one of the best ways of developing lifelong positive attitudes to reading and understanding of print and books.
- Praise every effort in reading, especially if confidence is low. Don't compare a child's performance with that of relatives and friends.
- Be seen as a reader yourself. Take the family to the local library. Help in selecting books but resist the temptation to impose your own choices.
- Give books as presents and show your child how to care for them.
- Buy your child a bed lamp and encourage the routine of reading in bed before light-out.
- Encourage your child to make good use of the school library. Ask: 'What have you borrowed this week? Would you like to read some of it to me?'

Spelling

TO HELP YOUR CHILD WITH SPELLING...

- Build his or her self-confidence. Praise effort even if the result is not perfect. At all costs prevent the emergence of a self-image as a poor speller.
- Accept that teachers do not insist on correct spelling in the first draft of writing. Here the emphasis is on ideas and interesting ways of expressing them. Spelling accuracy comes in subsequent drafts.
- Show that you care about spelling. Ask, "who knows how to spell....?" and advise, "You won't feel right about the spelling of some words until you've written them down to see how they look - or made absolutely sure by looking them up in a dictionary."
- Encourage reading. It is often argued that this is probably the best single method of improving spelling.
- Advise the use of the look-cover-write-check approach to committing new words to memory.

Writing

TO HELP YOUR CHILD WITH WRITING...

- Let him or her see you write - letters, shopping lists, short messages and so on.
- Encourage the family to write - letters to friends and relatives, thankyou notes, get-well messages....
- Display writing in the home - reminders, list of things to do, messages of congratulation, postcards from friends on holiday. Have a kitchen noticeboard or some attractive magnets on the fridge door.
- Give presents associated with writing - different types of pens and pencils, paper of different shapes and colours, a desk lamp, a diary, a dictionary, erasers....
- Be an interested listener and reader. Talk over ideas for writing, encourage the reading aloud of early drafts, read the finished product with enthusiasm.
- Praise writing done at school. Pay more attention to **what your child is writing about** than to the spelling and punctuation.

Victorian Cursive Writing

We include an example of the infant script that your child will learn. All labelling and lettering done by teachers will be modelled on this script, and we suggest that it will also provide a model for your own labelling of your child's possessions. We ask that only the initial letter in your child's name be presented in capitals.(NOT all capitals) as this is consistent with our school practice e.g.

Anne. Betty. Bill. Carl

Oliver. Linda. Bruce. David

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

Mathematics

Mathematics in Primary Schools should be a positive experience through which students develop confidence and a sense of power from what they learn. In the early years, children's manipulation of concrete materials provides meaning upon which they later actively build their own mathematical ideas. Later this experience widens to include experiences in the real world e.g. averages and percentages. These concepts must be constructed in the mind of the individual. Students need to have a firm understanding of these concepts and be provided with experiences which link abstract ideas to something real.



TO HELP YOUR CHILD WITH MATHEMATICS...

- Do all you can to develop his or her sense of number, size, length, weight, width, volume, area, mass/weight and time. Find maths everywhere!
- Remember the influence you have on your child's attitude to mathematics.
- Comments such as "No one in this family is much good at maths," or "Well, you're a girl and they're better at English," set up tremendous barriers to learning.
- Involve him or her in real-life mathematics around the home - counting change, measuring, weighing, estimating, playing games that involve keeping scores, calculating journey times....
- Encourage the older child in hobbies that require 'hands-on' mathematical skills and a sense of spatial relationships - making models, assembling kits...
- Use solid objects - buttons, sticks, pieces of string and the like - when helping with mathematical problems.
- Avoid confusion by checking methods being taught at school before helping your child.

Humanities

Humanities provides a framework within which students investigate human relationships and the way humans interact with their environment. It expands and develops a students' knowledge of their own society, other societies and local and global environments. It is designed to provide students with the opportunity to develop skills and values which enable them to become active and involved members of a global community.

TO HELP YOUR CHILD WITH HUMANITIES...

- Encourage natural curiosity about the world around us. What are the similarities and differences amongst groups of people? What are some of the hardships faced by people in our own society and in other countries?
- In what ways do we all depend on each other?
- Foster such attitudes as tolerance, cooperation, open-mindedness and compassion in discussing different social issues within the family.
- Find interesting and well-illustrated books on how different groups of people live.
- Watch and discuss suitable TV programs that examine significant issues.
- Encourage the child to think, at his or her own level, about why things are the way they are and how we might all help to make a better world.

Technology

Technology is a term that refers to all the equipment and processes that people use in manipulating and modifying the natural environment and resources to support and enhance human endeavour.

There are four strands in the process of learning in Technology.

1. Investigating - seeking information, asking questions, listening and identifying needs.
2. Devising - generating plans and proposals to meet needs and ideas for different ways to achieve and predict outcomes.
3. Producing - translating designs and plans into products and processes.
4. Evaluating - developing and applying criteria to assess how well techniques and products meet specific needs.

Science

Teaching science often involves the integration of ideas from other key learning areas. The development of language, mathematical ability and technology awareness will often proceed concurrently.

The aim of the Science Curriculum is to develop abilities to:

- apply scientific knowledge, understanding and ideas to explain and predict events in the physical and biological world.
- develop skills of investigation to refine and develop knowledge to ask questions and find solutions.
- communicate understanding using informed scientific terms and language.

ICT (Information Communication Technology) - Computer Skills

At EBPS children begin using ICT to create simple information products and to access learning tool. By applying ICT in a range of contexts, students develop knowledge, skills and behaviours for the effective use of ICT for learning in all domains. They become critical users of ICT for learning and communicating, and creating information products. They learn to use ICT tools to visualise their thinking and record their thinking strategies for use in future problem-solving activities. They progress to maintaining a digital record of evidence of their learning in all domains that enables them to reflect on learning how to learn. Electronic communication tools are introduced in students' first years at school and more complex, contemporary communication tools are gradually introduced until students become confident users of the technology for communicating with experts and participating in online forums as both contributors and beneficiaries of knowledge.

TO HELP YOUR CHILD WITH SCIENCE & TECHNOLOGY...

- Encourage natural curiosity about how things work and why things happen. Help the child to find out rather than provide instant answers.
- Express interest in what is happening in the school's science and technology programs.
- Give presents that develop an interest in science and technology - a simple microscope, a telescope, a science kit, a camera, models, etc.
- Give the child experience in:
 - establishing and looking after a small garden
 - caring for pets/maintaining an aquarium
 - helping with simple cooking.
- Find interesting and well-illustrated books on science and technology related topics.
- Take the family to the museum, zoo, national parks, observatories, science exhibits and other places that will stimulate interest.
- Join in watching TV nature programs.

Health and Physical Education

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food, nutrition, health, safety, human development and human relations.

Within this context it examines personal actions, beliefs, attitudes and values held by families, cultural groups and the wider community that affect health and physical activity.

TO HELP YOUR CHILD WITH HEALTH AND PHYSICAL EDUCATION...

- Give the regular praise, encouragement, approval and challenge that promote self-esteem and a sense of personal well-being.
- Help him or her to understand the importance of a healthy diet and the dangers of foods with high sugar, salt and fat content.
- Encourage participation in games and outdoor activities.
- Recognise the importance of informal play, by means of which all children use language, movement and imagination in getting to know more about themselves, other people and the world around them.
- Maintain safety standards, particularly for bike and skateboard riding.
- Ensure 'a good night's sleep' - at least 10 hours for young children, and 9 or 8 as they get older.
- Realise the importance of your own lifestyle being healthy and health-giving, since you are a very important model for your child.



Languages Other Than English (L.O.T.E.)

LOTE is the name used to refer to all languages other than English that may appear in a curriculum. Through the development of LOTE in the primary school, students are given the opportunity to develop knowledge and skills in:

- listening and speaking
- reading
- writing
- understanding different countries and cultures



Students in different classes at East Bentleigh Primary School study **French** as their LOTE. Various other languages are "sampled" in relation to specific studies by some classes.

The Arts

The Arts are fundamental forms of communication and expression. While there are many art forms, those of dance, drama, media, music and visual arts (art/craft) are the key areas.

Studies in "The Arts" engages students as makers or critics. They experience "The Arts" through creating, making and presenting, understanding art forms and the role they play in the past and present.



Music

TO HELP YOUR CHILD WITH MUSIC

- Remember the importance of rhymes and rhythms, songs and sounds of all kinds in playing with very young children, and in establishing a foundation for love of music.
- Encourage the use of simple instruments to 'make music' in normal play.
- Share your own favourite records and tapes; teach the children to sing the songs you enjoyed as a child.
- Play records and tapes that the children enjoy. Have a variety of old-time favourites, some light classical pieces, some pop music.
- Encourage singing at all ages - everything from nursery rhymes to some of the latest songs learned at school or from radio or TV.
- Take advantage of whatever opportunities the school offers for your children to learn an instrument. Then encourage them to practise and perform.



Art/Craft

TO HELP YOUR CHILD WITH ART/CRAFT

- Encourage him or her to be more observant of the natural world - colours, patterns, sounds....
- Provide basic materials for creative play - paper, pencils, paints, brushes, glue, cardboard, wool, string, drawing pins, foil, pieces of wood.....
- Express interest in your child's 'creations' - drawing, painting, models.
- Share your own skills of painting, sewing, knitting, wood-working, etc. There is a tremendous feeling of satisfaction in teaching one of your own skills to your own child.
- Have some occasions when the whole family makes something (e.g. Christmas Decorations).
- Provide your child with a named art smock (or old shirt).



E.B.P.S Library

The purpose of the Library is to provide a comprehensive up-to-date collection of both book and non-book material on the needs of the curriculum. The Library provides for the needs of the curriculum as well as providing for the needs of the individual child. It will foster love of literature and the enjoyment of reading for pleasure. It aims to provide for the professional development of staff through purchase of material relevant to new trends and modern ideas on education.

The Library provides galleries which are attractive and interesting areas with a variety of books, resource materials and examples of children's activities are effectively displayed.

Encourage your child to borrow regularly from our school Library.

*Please provide your child with a NAMED, CLOTH, LIBRARY BAG. This helps prolong the life of our school library books.



Adverse weather arrangements

Wet Weather: In wet and very cold conditions, the children are required to remain inside during recess and lunch times under teacher supervision. Children do require warm coats to cater for winter conditions if outside.

Hot Weather: The Department of Education does not allow early dismissal of children on hot days. However teachers adjust class programs to take account of the unpleasant conditions. In accordance with 'Sunsmart' strategies, all children must have a hat for wearing when outside in Term 1 and from the beginning of September – December. On extremely hot days (38 C and above) children stay inside during break times under teacher supervision.

Helpful Hints

Your child's success at school depends on things such as a caring professional learning and teaching environment, a positive self image, and a strong positive attitude by parents and teachers working together.

Things to help me at school

- I know where to meet mum/dad after school.
- I can tie up my shoelaces.
- I can put my jumper and coat on and take them off.
- I can say my name, address and telephone number clearly.
- I know that I must not leave the school grounds in school time.
- I have my name on everything that I bring to school.
- I can wash my face and hands properly.
- I can be away from mum/dad without getting upset.
- I will use the school crossings if I need to cross the road.

Some 'common sense' rules

- Don't play with sticks or stones.
- Don't climb trees.
- Walk your bike through the school grounds.
- Don't play in or near the car park.
- Place rubbish in bins.
- Never bring glass bottles etc to school.
- Don't bring 'expensive' toys to school.
- Chewing gum is not permitted.
- Do not wear thongs or tank tops to school.
- Warn your child not to accept rides from strangers.

Some ways parents can participate in the partnership

- Visit the school often and talk with your child's teacher.
- Enrol in parent education programs such as Family Maths Evenings, Developing Literacy Partnerships or Classroom Helpers.
- Encourage and assist your child with homework.
- Read with your child regularly.
- Read the school's weekly newsletter.
- Seek selection to School Council.
- Join a School Council Sub-Committee.
- Join the Fundraising Committee.
- Come along to Working Bees.

Learning and Growing

Getting off to a good start takes a joint effort. Our teachers and staff are trained to help your child LEARN and GROW but we need your help too...

Encourage your child to develop helpful habits

- Arranging household items into categories to build organisational skills.
- Growing plants and gardening to stimulate curiosity and a sense of wonder.
- Cooking snacks and meals to introduce concepts such as measures, temperature and time.
- Playing games with words, numbers and colours at home and in the car to build basic language and number skills. Read books and magazines together.

Show your child that learning is fun

- Putting things away, setting a regular 'tidy' time is a good way to help develop responsibility and the ability to organise.
- Learning to listen: being able to follow directions is a necessity at school.
- Doing simple chores: Being responsible for regular household tasks teaches reliability.
- Getting along with others: the ability to work with others plus a sense of helping, caring and sharing are vital for children entering school.



East Bentleigh
Primary School

APPENDICES



East Bentleigh Primary School

PRIVACY NOTICE

The confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that East Bentleigh P.S. can register your child and allocate staff and resources to provide for their educational and support needs.

All staff at East Bentleigh P.S. and the Department of Education are required by law to protect the information provided by this enrolment form. Health information is asked for so that staff at East Bentleigh P.S. can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child's doctor. East Bentleigh P.S. depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

East Bentleigh P.S. requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to East Bentleigh P.S. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal if you would like to discuss, in strict confidence, any matters relating to family arrangement.

Emergency Contacts

These are people that East Bentleigh P.S. may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to East Bentleigh P.S.

Student Background Information

This includes information about a person's country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that East Bentleigh P.S. receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

Religious Affiliation

If you want your child to receive religious instruction while at East Bentleigh P.S. please advise our Assistant Principal by completing the appropriate form. The Department of Education & Training needs to know what type of religious instruction is sought so the Department can, where possible, provide appropriate religious instruction at East Bentleigh P.S.

Immunisation Status

This assists East Bentleigh P.S. in managing health risks for children. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

Visa Status

This information is required to enable East Bentleigh P.S. to process your child's enrolment.

Updating Your Child's Records

Please let East Bentleigh P.S. know if any information needs to be changed by sending updated information to the school office. During your child's time at East Bentleigh P.S. we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

Access to your child's record held at school

In most circumstances you can access your child's records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise if this is required and tell you how you can do this. If you have any concerns about confidentiality of this information please contact the Principal. DE website can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form.

Starting primary school?

Immunisation information for parents enrolling a child

By law, your child must have an immunisation status certificate to enrol in primary school.

Why immunise?

Children starting school are exposed to a large number of people and to a range of potentially dangerous diseases. Immunisation is a proven and safe way to be protected against diseases that cause serious illness and sometimes death. Enrolling in primary school is a good time to check your child's immunisations are up to date.

What is an immunisation status certificate?

It is a statement showing the immunisations your child has received. If your child has not received any immunisations, you must still provide a certificate. The school keeps a copy of the certificate so that, in the event of a disease outbreak, unimmunised children can be quickly identified and excluded from school until the risk of infection has passed.

If you do not provide the certificate to the school your child may also be excluded from school as their immunisation status will be unknown.

Homeopathic treatment is not a legally recognised form of immunisation and cannot be listed on an immunisation status certificate.

How do I obtain an immunisation status certificate?

From the Australian Childhood Immunisation Register

- phone 1800 653 809 or
- email acir@medicareaustralia.gov.au or
- visit your local Medicare Office.

The most common type of immunisation status certificate is a *Child History Statement* from the Australian Childhood Immunisation Register (ACIR). You will be sent this statement when your child turns five years old, however you can request a certificate at any time.

You should also contact ACIR if you:

- are moving or have recently moved, to ensure your contact details are up to date
- think your child's statement is incomplete or incorrect.

From your doctor or local council

If your child is not eligible for a Medicare card, then contact your doctor or local council immunisation service who will be able to assist you in obtaining an immunisation status certificate.

How can I find out more?

For more information go to www.betterhealth.vic.gov.au

For translated versions of this document go to www.health.vic.gov.au/immunisation



**Translating and
interpreting service**
Call 131 450

To receive this document in an accessible format email: immunisation@dhhs.vic.gov.au

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Health
and Human
Services

Treating and controlling headlice

health

While children are at school many families will have contact with head lice. The information contained here will help you treat and control head lice.

Catching head lice

Head lice have been around for many thousands of years. Anyone can get head lice.

Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly (usually within 24 hours).

People get head lice from direct hair to hair contact with another person who has head lice. This can happen when people play, cuddle or work closely together.

Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Finding head lice

Many lice do not cause an itch, so you have to look carefully to find them.

Head lice are found on the hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5 cm of the scalp and are firmly attached to the hair. They resemble dandruff, but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

- Step 1** Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or crawl around.
- Step 2** Now comb sections of the hair with a fine tooth, head lice comb.
- Step 3** Wipe the conditioner from the comb onto a paper towel or tissue.
- Step 4** Look on the tissue and on the comb for lice and eggs.
- Step 5** Repeat the combing for every part of the head at least four or five times.

If lice or eggs are found, the hair should be treated.

If the person has been treated recently and you only find empty hatched eggs, you may not have to treat, as the empty eggs could be from a previous episode.

Treating head lice

Treating head lice involves removing lice and eggs from the hair. There are two ways you can do this:

1. Buying and using a head lice lotion or shampoo, following the instructions on the product
2. Using the conditioner and comb method (described under 'finding head lice') every second day until there have been no live lice found for ten days.

If you choose to use a head lice product always read and follow the instructions provided with the product carefully. The following points may also be helpful:

- Head lice products must be applied to all parts of the hair and scalp.
- No treatment kills all of the eggs so treatment must involve two applications, seven days apart. The first treatment kills all lice; the second treatment kills the lice that may have hatched from eggs not killed by the first treatment.
- Cover the person's eyes while the treatment is being applied. A towel is a good way to do this.
- If you are using a lotion, apply the product to dry hair.
- If you are using a shampoo, wet the hair, but use the least amount of water possible.
- Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

There is no need to treat the whole family - unless they also have head lice.

Concentrate on the head - there is no need to clean the house or the classroom.

Only the pillowcase requires washing - either wash it in hot water (at least 60°C) or dry it using a clothes dryer on the hot or warm setting.

Testing resistance

Head lice products belong in one of the following categories depending on the active compound they contain:

- pyrethrins
- synthetic pyrethroids (permethrin, bioallethrin)
- organophosphates (malathion or malathion)
- herbal with or without natural (non-chemical) pyrethrins.

Insecticide resistance is common, so you should test if lice are dead. If they are, treat again in seven days using the same product. If the lice are not dead, the treatment has not worked and the lice may be resistant to the product and all products containing the same active compound. Wash off the product and treat as soon as possible using a product containing a different active compound. If the insecticide has worked, the lice will be dead within 20 minutes.

Any head lice product could cause a reaction and should be used with care by women who are pregnant or breastfeeding, children less than 12 months old and people with allergies, asthma or open wounds on the scalp. If you are unsure, please check with your pharmacist or doctor.

Head lice combs

Combs with long, rounded stainless steel teeth positioned very close together have been shown to be the most effective, however, any head lice comb can be used.

Head lice eggs

Head lice eggs are small (the size of a pinhead) and oval. A live egg will 'pop' when squashed between fingernails.



Dead eggs have crumpled sides and hatched eggs look like tiny boiled eggs with their tops cut off.

Regulations

According to the Public Health and Wellbeing Regulations 2009, children with head lice can be readmitted to school or children's service centres after treatment has commenced.

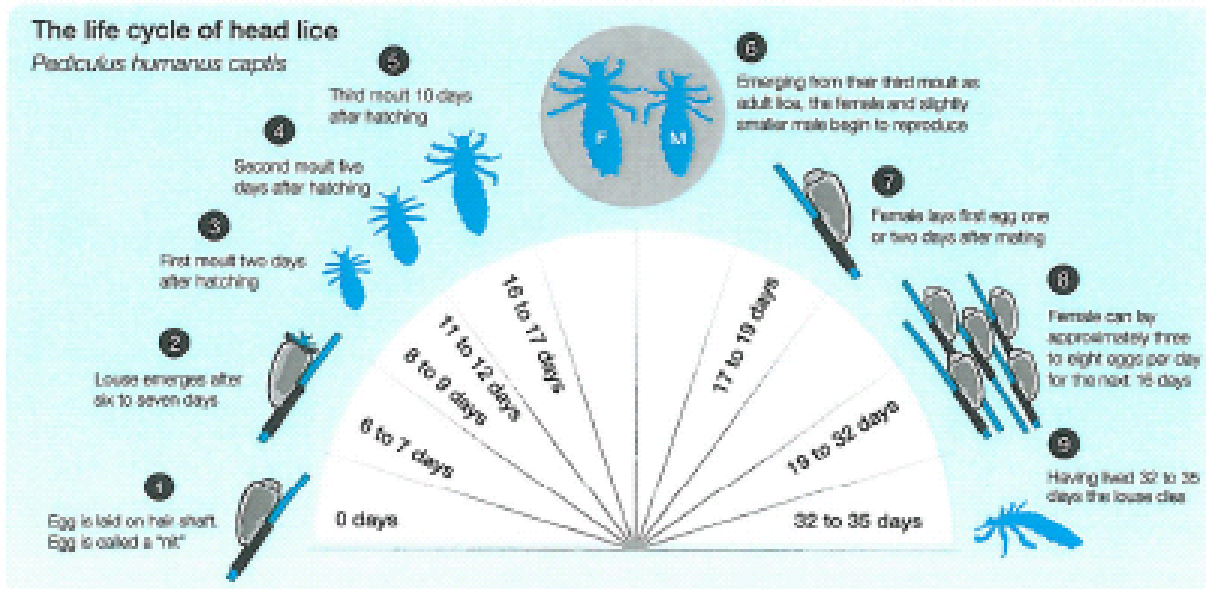
The department recommends a child with head lice can be treated one evening and return to school or children's service centres the next day, even if there are still some eggs present. There is no need to miss school or child care because of head lice.

Preventing head lice

Check your child's head regularly with comb and conditioner. There is no research to prove that chemical or herbal therapies can prevent head lice.

Further information

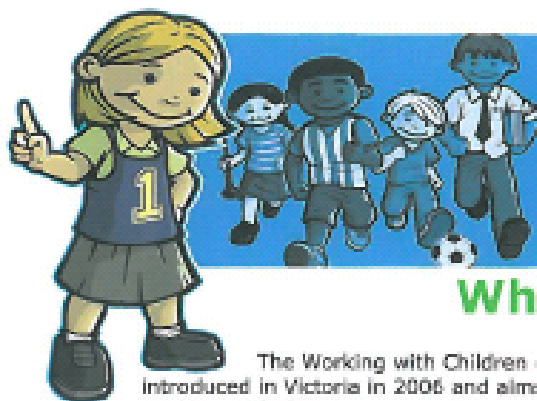
The following website offers further information:
www.health.vic.gov.au/headlice



The information in this pamphlet is based on the research conducted and written by Associate Professor Rick Speare and the team of researchers at School of Public Health and Tropical Medicine, James Cook University.

Treating and controlling head lice

Cover concept by students from St Patrick's Primary School, West Geelong. Life cycle diagram courtesy of Nitpickers Gld.
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Working with Children Check

General Information Sheet

What is the Check?

The Working with Children (WWC) Check is designed to help keep children safe. The Check was introduced in Victoria in 2006 and aims to prevent people who may pose a risk to the safety of children from working with them.

People who work or volunteer in connection with certain services, bodies, places or activities are required to apply for a WWC Check. Check the occupational fields listed on the website. Detailed information about the WWC Check and application process is available on the Department of Justice website or by phoning the Information Line on 1300 652 879.

How is the WWC Check different from a police records check?

Unlike a police records check, the WWC Check only considers certain offences and is valid for five years (unless revoked). During this period, cardholders continue to be checked for new offences, disciplinary findings by prescribed professional bodies, or relevant determinations by VCAT under the *Health Professions Registrations Act 2005*.

A new WWC Check is not required when you change your employer or volunteer organisation.

You may still need to apply for a WWC Check even if you have already had a police records check.

Do I need a WWC Check?

You may need a WWC Check if:

- you are working in paid or unpaid (volunteer) work, **and**
- your work is in connection with one of the services, bodies, places or activities listed in the occupational fields on the website, **and**
- your work usually involves, or is likely to usually involve, regular and direct contact with a child where the contact is not directly supervised by another person.

If you answer "Yes" to each of the statements above, you are doing 'child-related work'. Some exemptions apply. It is your responsibility to find out if you need a WWC Check.

When do I need to apply?

If you intend to perform 'child-related work', you will need to lodge a Working with Children Check application before commencing your work with children.

What if I don't apply?

It is a criminal offence for you to start 'child-related work' without having applied for a WWC Check.

It will also be an offence for your employer or volunteer organisation to engage you in 'child-related work' if you have not applied for a WWC Check.

How do I apply?

1. Obtain an Application Guide and Form from a participating Australia Post outlet (visit www.auspost.com.au for your nearest outlet)
2. Complete the Application Form attached to the Application Guide
3. Submit your application, together with your original proof of identity documents, a passport-sized photo, and the application fee (if required) to a participating Australia Post outlet.

You can start 'child-related work' once you have lodged your application. You will need to show your receipt to your employer or volunteer organisation as proof you have applied for a WWC Check.

Note: Legislation or policy governing some organisations only allows applicants to work once they have passed the WWC Check. Please check with your organisation regarding this matter.

How much will it cost?

Applying for a WWC Check is free for volunteers. A Volunteer WWC Check cannot be used for paid 'child-related work'.

For paid workers, there is a fee. Please check the website or contact the Information Line for the current fee. An Employee WWC Check card can be used for both paid and volunteer 'child-related work'.

What is checked?

- Primarily, applications will be checked for serious sexual, serious violent and serious drug-related offences. A checklist of offences is available on the website or by calling the Information Line.

- Findings of professional disciplinary bodies are also considered. These are:
 - Victorian Institute of Teaching (VIT),
 - out of home carers Suitability Panel;
 - and relevant determinations by VCAT under the *Health Professions Registration Act 2005*.

Other professional bodies may be included in the future.

If you do not have a criminal record, and no professional disciplinary findings have been made against you, you will pass the WWC Check.

How will I know that I have passed the WWC Check?

People who pass the WWC Check will be sent an Assessment Notice in the form of a WWC Check Card from the Department of Justice in the mail.

Your employer or volunteer organisation must make sure you have passed the WWC Check and will ask to see your WWC Check Card as proof.

A sample WWC Check Card is shown below:



Can I still pass the WWC Check if I have a criminal history or a professional disciplinary finding?

The outcome will depend on the type of finding made or the offence, and the circumstances surrounding it. Not all offences and findings are considered to indicate a risk to the safety of children.

You may wish to contact the Information Line to discuss your personal circumstances.

People who are subject to sex offender reporting requirements or a supervision order or a detention order within the meaning of the ***Serious Sex Offenders (Detention and Supervision) Act 2009*** are not permitted to work with children or apply for a WWC Check.

What happens if I don't pass the WWC Check?

Before the Department of Justice makes a final decision to refuse a WWC Check, you will be given an opportunity to make a submission explaining why you believe you should pass the Check. Your submission will then be considered by the Department of Justice.

If you do not pass the WWC Check after your submission has been considered, you will then be issued with a Negative Notice. If you are issued with a Negative Notice you cannot perform child-related work. In most cases you may apply to Victorian Civil and Administrative Tribunal (VCAT) for a WWC Check Card to be granted.

Do I need to update my details?

Yes, while your application is being processed and as a cardholder, you must inform the department each time your personal and employer/voluntary agency details change. You can change your details online, completing the Change of details form or calling the Information Line.

How will my privacy be protected?

The Department of Justice, employers and volunteer organisations are bound by privacy and confidentiality laws.

Your employer or volunteer organisation (where relevant) will be notified of the outcome of your application, and if your WWC Check is revoked.

The details of any criminal records, findings from a professional disciplinary body or relevant VCAT determinations will not be provided to your employer or volunteer organisation.

You can find out more on the website or via the Information Line.

Further information

Additional information is available from:

Website www.justice.vic.gov.au/workingwithchildren

Email workingwithchildren@justice.vic.gov.au

Information Line 1300 652 879

8:30am–5pm (EST) Monday–Friday
(excluding public holidays)



If you need an interpreter, please call the Translating and Interpreting Service on 13 14 50 and have them contact the WWC Check Information Line.

If you would like to receive this publication in an accessible format, such as large print or audio, email workingwithchildren@justice.vic.gov.au or call the Information Line 1300 652 879, the **National relay telephone service** (TTY) 13 36 77.

This information is intended as a general guide only. It is not intended to be given as legal advice and should not be relied upon as such. It is recommended that you obtain legal advice relevant to your particular circumstances.